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Subject: Education

Population: Low Intermediate
Topic: American High Schools
Lesson Objectives: Students will be able to:
 -understand American movies and TV shows about American high schools.
 -define the meaning of clique; and also define and recognize popular stereotypical cliques of American high schools portrayed in films and TV shows.
 -use and understand vocabulary related with cliques
 -define and understand stereotypes
 -distinguish the difference between popular and unpopular as it relates to the social standings of high school teenagers portrayed in films and TV shows.
 -use modals of necessity to describe American high schools.
 -identify what is true or false about American high schools.
 -guess words from a listening by context

Materials:
 Blackboard
 Power Point Presentation
 Laptop and Internet
 Handouts: Handout A: American high school facts
 Handout B: Best high school video
 Handout C: American high school true or false
 Handout D: Cliques A
 Handout E: Cliques B
 Handout F: Glee preview video

Amount of Time	Procedures
10 mins	<p>Ideas of American high schools:</p> <p>Put students into groups of 3 or 4. Tell them they have one minute to write down as many things they can think of about American high schools. After one minute, ask each group to give answers they found and cycle through groups to have everyone share. Write what they say on the blackboard under the heading American High School. Expound and clarify any of the answers as needed. Then explain that today we will look at what American high schools really are and how movies or TV shows portray them.</p> <p>Rationale: I want to get students to start thinking about their own ideas or images of American high school, and also start seeing what ones might be real or fake.</p>

Amount of Time	Procedures
10 mins	<p>American high school facts:</p> <p>Explain that we have looked at the ideas and images you have of American high schools, now we will look at what high school in America is really like.</p> <p>Give students Handout A. Have them answer the questions individually, some are True/False and some multiple-choice. Go over the answers in class by calling on students to read and answer the questions. Explain and expound on any questions as needed.</p> <p>Rationale: This handout will help students understand some basic facts about high school. They will need some of this information to do the grammar worksheet.</p>
15 mins	<p>Best High School video:</p> <p>http://www.usnews.com/features/education/high-schools/best-high-schools-video.html</p> <p>Give students Handout B. Instruct students to do the section under Before Listening and fill in the blanks with the appropriate words. Check answers as a class by having students read the sentences. Then tell the students that while they watch the video they need to listen for the information under While Listening. When the video is done, have the students answer the question under After Listening. Then let the students work with a partner to share their answers. Go over answers as a class and let them answer freely.</p> <p>Rationale: I really liked this video because most of the time it is the high school students talking about their school and why they like it. I thought it would help my students to see the American high school from their perspective. This high school is also one of the top 100 high schools in America.</p>

Amount of Time	Procedures
15 mins	<p>Grammar Modals of Necessity:</p> <p>Start with the power point slide that has the modals. Briefly explain that these are modals that show necessity. Ask if everyone knows what necessity means and explain if needed. Ask questions first, and then show information by clicking. 1. What kind of verb do we need after have to, etc.? 2. Show examples after showing the structure. Now do the same thing with the negative structure. Ask the students if they notice a difference between negative with “do/does not have to” and “must not.” Explain that the meaning changes in the negative to be not necessary for the former and prohibited for the latter.</p> <p>Ask students how they can form contractions with “have got to.” Have them give you example sentences with the contraction. Write all information on the blackboard. Contracted forms of “have” (‘ve) and “has” (’s) with “got to.”</p> <p>Also talk about reductions in informal speech (using power point slide) with: have to = hafta got to = gotta You have to (hafta) go to school. They have to (hafta) to study English. You’ve got to (gotta) go to school. They’ve got to (gotta) to study English. Have students practice saying the pronunciations after you.</p> <p>Rationale: I thought this would be a good grammar point to teach when talking about American High Schools and what is real or fabricated.</p>

Amount of Time	Procedures
10 mins	<p>Modal worksheet:</p> <p>Give students Handout C. Explain the directions: Look at each sentence and underline the modals of necessity. Then decide which sentences are true and which are false. If they are false, rewrite the sentences to make them true.</p> <p>When students are finished, have them check their answers with a partner. Pick some students to come and write their sentences on the board and go over them as a class.</p> <p>Rationale: This exercise combines the facts they learned about high schools and the grammar they just learned.</p>
5 mins	<p>Stereotype:</p> <p>Write on the board “stereotype.” Ask students if they know what this words mean. Elicit some answers from students and clarify the meaning of the word. Have students work with a partner for one minute and think of some stereotypes that are common of Americans. After one minute randomly call on students to give some examples. After two minutes explain that we will be looking at some stereotypes that are related with American high schools.</p> <p>Rationale: Students need to identify what stereotypes are so they can understand why cliques that are portrayed in movies and TV shows are not always reality.</p>

Amount of Time	Procedures
20 mins	<p>Cliques (Popular vs. Unpopular):</p> <p>Explain to the students that we will be looking at specific stereotypes with high schools called cliques. Write clique on the blackboard. Ask students for the meaning of clique and clarify the meaning.</p> <p>This is an information gap activity where students will have different information about each clique. Put students into pairs and give one student Handout D and the other one Handout E. Tell students that they can not show their information but need to share the information they have to get the missing information they need. Model with a student how they should do it. Help them with any vocabulary they are not sure of as you walk around to check on progress.</p> <p>Show the pictures of the cliques on the power point. Ask students which clique goes with each picture.</p> <p>Now write on the blackboard Popular and Unpopular. Ask the students if they know what popular means and explain if they don't. Then ask them what unpopular would mean based on the definition of popular. After that, ask the students which cliques they think would go under popular and unpopular. Help them if they are unsure or give an example.</p> <p>Important note to make: Explain that American high schools do have all these kinds of peoples, but movies tend to make the stereotypes stronger!</p> <p>Rationale: Movies and TV shows are constantly portraying these different cliques in American high schools. I think it is good for students to be able to identify the vocabulary that goes with these cliques and what exactly they mean.</p>

Amount of Time	Procedures
35 mins	<p>Glee preview video:</p> <p>http://www.youtube.com/watch?v=4-bX8AwayrA</p> <p>Give students Handout F. Put them into groups to discuss the first two questions. Give them 3 minutes then discuss as a class by asking a few students to share some answers. After that write Glee on the blackboard explain what it is and about the show we will watch today.</p> <p>Then go to this website: http://gleewiki.fox.com/page/Glee+Characters Use this website to introduce the characters of glee and click on their pictures to go over their facts. Reemphasize the ideas of cliques and popular/unpopular. Have students write some notes under their names on the handouts so they can remember who is who.</p> <p>On the blackboard, write these vocabulary words they will need to know: caste system, penthouse, sub-basement, diva (diva-out) and homo-explosion. Ask if the students no each word, and if they do not, explain the words to them.</p> <p>Have students take notes on anything they see or hear that reminds of them of what we learned about cliques. Watch video. After video, have students answers the questions for After Listening and then share them with a partner. As a class, go over the answers they had for the questions call on students randomly.</p> <p>Rationale: Glee is a new TV show that once again has the stereotypical cliques of the American high school. I want the students to visually apply what they learned about cliques before this.</p>